

## ABSTRAK

**Eri Erlina Andiriani (2017). Peningkatan Kemampuan Literasi Matematis dan Pencapaian *Habit of Thinking Flexibly* Siswa SMP dengan Pendekatan *Realistic Mathematics Education* (RME).**

Penelitian ini bertujuan untuk menelaah secara komprehensif peningkatan kemampuan literasi matematis siswa dan *habit of thinking flexibly* yang mendapat pembelajaran dengan pendekatan *Realistic Mathematics Education* (RME) dan siswa yang mendapatkan pembelajaran konvensional yang ditinjau secara keseluruhan dan berdasarkan kategori KAM (tinggi, sedang, rendah). Penelitian ini merupakan penelitian kuasi eksperimen, dengan desain penelitian *Nonequivalent*. Instrumen yang digunakan dalam penelitian ini adalah tes kemampuan literasi matematis dan skala *habit of thinking flexibly*. Penelitian dilakukan pada siswa kelas 7 di salah satu SMP Negeri di kota Bandung pada semester 2 Tahun Pelajaran 2016/2017 pada materi Perbandingan, dengan jumlah siswa adalah 58 orang. Hasil penelitian menunjukkan bahwa peningkatan kemampuan literasi matematis siswa yang memperoleh pembelajaran dengan pendekatan RME lebih tinggi secara signifikan daripada siswa yang memperoleh pembelajaran konvensional. Peningkatan kemampuan literasi matematis siswa yang memperoleh pembelajaran dengan pendekatan RME lebih tinggi secara signifikan daripada siswa yang memperoleh pembelajaran konvensional pada kelompok KAM tinggi dan sedang. Sedangkan pada kelompok rendah peningkatan kemampuan literasi matematis siswa yang memperoleh pembelajaran dengan pendekatan RME tidak lebih tinggi secara signifikan daripada siswa yang memperoleh pembelajaran konvensional. Serta pada pencapaian *habit of thinking flexibly*, diperoleh kesimpulan pencapaian *habit of thinking flexibly* siswa yang memperoleh pembelajaran dengan pendekatan RME lebih baik daripada siswa yang memperoleh pembelajaran konvensional.

**Kata kunci:** Pendekatan *Realistic Mathematics Education* (RME), Kemampuan Literasi Matematis, Pembelajaran Konvensional.

## **ABSTRAK**

**Eri Erlina Andiriani (2017). Improvement of Mathematical Literacy Ability and Achievement of Habit of Thinking Flexibly of Junior High School Students with Realistic Mathematics Education Approach (RME).**

This research aims to comprehensively review the improvement of students' mathematical literacy and habit of thinking flexibly between student who receive Realistic Mathematics Educations (RME) approach and students who receive conventional learning approach, reviewed overall and based on category of KAM (high, medium, low). This research is a quasi experimental research, with Nonequivalent research design. The instrument used in this research is the test of mathematical literacy ability and habit of thinking flexibly scale. The research was conducted on seventh grade students in one of the SMP Negeri in Bandung in the second semester of the 2016/2017 on proportion and ratio subject, with the number of students was 58 people. The results showed that the improvement of students' mathematical literacy ability who received learning with RME approach was significantly higher than students who received conventional learning. The improvement of mathematical literacy ability of students who receive learning with RME approach was significantly higher than students who received conventional learning in high and medium KAM groups. While in low KAM group, the improvement of mathematical literacy ability of students who receive learning with RME approach was not significantly higher than students who get conventional learning. In terms of achievement of habit of thinking flexibly, achievement of habit of thinking flexibly of students who receive learning with RME approach was better than students who get conventional learning.

**Key words:** Realistic Mathematics Education (RME) Approach, Mathematical Literacy Ability, Conventional Learning.